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ABSTRACT

Focusing on prerequisites, corequisites, and advisories on recommended preparation for existing courses in California's Grossmont-Cuyamaca Community College District (GCCCD), this document explains new Title 5 regulations adopted by the district Board in October 1994 and provide guidelines for implementation. The following sections are provided: (1) an overview of the new regulations; (2) definitions of prerequisites, corequisites, and advisories on recommended preparation, including a chart of seven types of requisite courses (i.e., standard, sequential, cross-discipline, basic skills, performance, health and safety, and recency) and methods of justification for each; (3) a discussion of content reviews, or course-by-course determinations of what is appropriate in establishing requisites, and data collection in the GCCCD, used to validate the relationship between requisites and improved performance in target courses; (4) a description of five suggested steps in performing a content review, including assembling a faculty panel, identifying fundamental entrance skills, matching exit skills of required courses to the entrance skills, obtaining the appropriate forms, and keeping copies of forms and worksheets; (5) a review of procedures available to students to challenge prerequisites, including grounds for challenges; and (6) additional rules related to the identification of requisites in official college publications and methods for determining student satisfaction of requisites. Appendixes provide sample content review forms related to entrance, corequisite, and exit skills. (TGI)

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ED 389 350

ABSTRACT OF TITLE 5 REGULATIONS (MATRICULATION MODEL DISTRICT POLICY) REGARDING PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION

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Grossmont College
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JC 950 567

TITLE 5 REGULATIONS ON PREREQUISITES, COREQUISITES AND ADVISORIES ON RECOMMENDED PREPARATION

OVERVIEW

The intent of the newest Title 5 mandates on prerequisites, corequisites, and advisories on recommended preparations is to create a balance between access and success for students while maintaining academic quality and integrity. A State Chancellor's Task Force developed a "Model District Policy" for implementation of these regulations. Individual districts could adopt the model policy or elect to develop their own. The Governing Board of the Grossmont-Cuyamaca Community College District adopted the Model District Policy prerequisite regulations on October 4, 1994.

Members of the Academic Senates and Curriculum Committees of both Grossmont and Cuyamaca Colleges, in conjunction with the Office of Institutional Research and Planning, have been involved in developing strategies to comply with the regulations. The intent of this handout is to briefly explain the new regulations and provide guidelines for implementation. By law, all new courses with a prerequisite, corequisite or advisories on recommendation preparation must comply with the state mandates and all existing courses must meet the standards by November, 1998. Mechanisms are built into both the curriculum and program review process to facilitate compliance.

DEFINITIONS

PREREQUISITE

A condition of enrollment that a student is required to meet in order to demonstrate current readiness in a course or education program.

The specific purpose of a prerequisite is to establish a baseline of skills without which a student **is highly unlikely to succeed** in a given course. A prerequisite may only be established for one of the following reasons:

- It is expressly required or authorized by statue or regulation.
- It will assure that a student has the skills, concepts, and/or information needed to receive a satisfactory grade in the course.
- It is necessary for health/safety reasons.

There are basically three "levels of scrutiny" used to determine prerequisites.

- 3 CSU or UC campuses require the prerequisite for their equivalent course.
- Content Review (departmental determination of appropriate requirements for entrance into a course).
- Data collection for use of courses outside a discipline for prerequisite purposes.

Different types of prerequisites call for different levels of scrutiny. The chart below provides examples of types of prerequisites and corresponding level of scrutiny:

TYPE OF PREREQUISITE, COREQUISITE AND/OR ADVISORIES ON RECOMMENDED PREPARATION		TYPE OF SCRUTINY REQUIRED
Standard	(e.g., general courses articulated with 4 year schools)	3 CSU or UC Catalogs AND Content Review
Sequential	(*courses not articulated with 4 year schools:* e.g., Nursing I for Nursing II)	Content Review
Cross Discipline	(*computation or composition courses:* e.g., Math for Chemistry or English for History)	Content Review AND Data Collection
Basic Skills	(e.g., ability to read at a given level for entry into any class)	Content Review AND Data Collection
Performance	(e.g., Music 250, Symphony Orchestra)	Content Review
Health & Safety	(e.g., AOJ 130, Firearms)	Content Review
Recency	(are students entry skills knowledge and/or experience up-to-date?)	Data Collection

COREQUISITE

A condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

A corequisite may only be established for one of the following reasons:

- It is expressly required or authorized by statute or regulation.
- It will assure that a student acquires the skills, concepts and/or information needed to receive a satisfactory grade in the course for which the corequisite is required.
- It is necessary for health/safety reasons.

Corequisites must also undergo "content review".

ADVISORY ON RECOMMENDED PREPARATION

A condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

Though not as formal as a prerequisite, the intent is still to notify students that certain skills, knowledge or information might enhance their success in a course.

Advisories must also undergo "content review".

CONTENT REVIEW

A rigorous, systematic process conducted by faculty to determine what is appropriate and necessary in establishing prerequisites, corequisites and advisories on recommended preparation. This is done on a course-by-course basis.

The content review process, outlined later in this handout, is a procedure by which faculty determine the skills or knowledge needed for successful completion of a course. In addition to helping ensure appropriate student preparation, content review also helps establish consistency among multi-sectional courses.

DATA COLLECTION

The Office of Institutional Research and Planning will assist department/programs in conducting and/or obtaining data (when required) regarding student success relative to prerequisite requirements. If the data shows that the proposed (or existing) prerequisite does have a significant impact on student success, then the prerequisite requirement is validated. If the data shows otherwise, the department needs to consider if the prerequisite is necessary. Again, the data collection component must occur when the prerequisite is (1) cross-discipline, (2) basic skills, and/or (3) requires recency of skills or knowledge.

HOW TO CONDUCT A CONTENT REVIEW

There are numerous ways to do a content review and the steps below describe just one approach. As this workbook is developed further, other methods will be introduced.

Step 1

Assemble a group of faculty which include at least three faculty who teach the course being reviewed. Where there are less than three faculty teaching the course, at least three-quarters of the full-time faculty need to participate in the review.

This panel of faculty will be looking specifically at the prerequisite skills necessary for success in the course being reviewed. Using a spreadsheet or simply listing the skills on a chalk board or piece of paper, faculty will identify the entrance skills and knowledge necessary for a student to receive at least a "C" grade in the course. These skills and knowledge are specific statements describing what the students need to know or will be able to do upon entry into the course. The lists should be as comprehensive and specific as possible. The process should include review of the course syllabus, official course outline, textbooks, tests and class assignments which contribute toward the grade.

Step 2

Once the entrance skills have been identified, there are a number of ways to approach honing the list to include only those skills which are fundamental and crucial. There is no specific limit on the number of skills; however, the final list should not be unrealistic in length ***(no more than 5 to 7 skill statements need to be listed in most cases.)*** If the faculty reach consensus on the list, then this portion of the process is complete. If the faculty cannot agree by consensus, then a ranking procedure could be in order. In this case, each faculty member of the panel would rank each skill listed for its appropriateness. A 5-point scale might be employed with 5 being "absolutely essential" and 1 being "nonessential." After each faculty member has rated each skill, the numbers are totalled and the skills are ranked numerically in descending order. A cut-off score would be determined and only those skills with scores above the cut-off would be considered as prerequisite "entrance skills." This process helps to ensure a general consensus by the group on the skills appropriate for the course.

Step 3

If you intend to use a specific course as a prerequisite, you must match up the "exit skills" from that course with the "entrance skills" you identified in the content review of the requisite course. In other words, you need to do a content review to specify what skills and/or knowledge students need to successfully complete the course (success identified as grades of A, B, C or Credit). Again, assemble the faculty who teach the prerequisite course and have them list the "exit skills." The "exit skills" from the course being proposed as a prerequisite ought to provide the "entrance skills" for the requisite course. The process here might be quicker since many of the "exit skills" are already formally listed under "Course Objectives" on the official course outline. Again, there needs to be a consensus from those involved in the review that the skills listed are those with which all successful students exit the course.

If you intend to use a prerequisite course from outside your discipline, you must notify the department/program which offers the course that you wish to use as your prerequisite so they can do the "exit skills" review. Again, this review must be conducted by the faculty teaching the course.

Step 4

Obtain and complete the Prerequisite Documentation Forms (Exit and Entrance Forms) available from the Instructional Operations Office (room 109). These documentation forms must be also be included when you submit a curriculum proposal to modify or add a course with a prerequisite, corequisite, or advisory on recommended preparation.

Step 5

Keep copies of your content review spread sheet, the Prerequisite Documentation forms and any other relevant materials for inclusion in your next Program Review document.

PROCEDURES FOR CHALLENGES TO PREREQUISITES

A student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

1. If space is available in a course when a student files a challenge to the prerequisite, corequisite, or advisory on recommended preparation, the college shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the college fails to resolve the challenge within the five (5) working day period, the student shall be allowed to enroll in the course.

   If so space is available in the course when the challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.

2. Grounds for challenge are:

   a. The prerequisite or corequisite has not been established in accordance with the college's process for establishing prerequisites and corequisites;

   b. The prerequisite or corequisite is in violation of Title 5 regulations (Section 55201)'

c. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

d. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

e. The student will be subject to undue delay in attaining the goal of his or her Student Educational Plan because the prerequisite or corequisite course has not been made reasonably available. If other courses are available which meet the same requirement, the student is not being delayed. There is no obligation to honor the student's preference.

f. The student has not been allowed to enroll in a course due to a limitation on enrollment established for (1) a course the involves intercollegiate competition or public performance, or (b) a course limited to a cohort of students. The student shall be allowed to enroll if otherwise he or she would be delayed by a semester in attaining the degree or certificate specified in his or her Student Educational Plan.

g. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

3. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to the determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

ADDITIONAL RULES

- Prerequisites, corequisites and advisories on recommended preparations must be identified in college publications as well as official course outlines.
- Prerequisites establishing communication or computational skills requirements may not be established across an entire curriculum unless they have been established on a course-by-course basis.
- Determination of whether a student meets a prerequisite shall be based on successful completion of a course or an assessment using multiple measures.
- Whenever a corequisite is established, sufficient sections shall be offered to accommodate all students required to take the corequisite. A corequisite shall be waived if space is not made available.
- No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.
- Determination of whether a student meets a prerequisite shall be made prior to his/her enrollment, and is not up to the discretion of the faculty.
- Communication or computational skills courses may be established as prerequisites or corequisites in other disciplines only if, in addition to conducting a content review, the district gathers data according to sound research practices that shows a student is highly unlikely to succeed in the course without meeting the prerequisite or corequisite. In other words, if a Psychology course has a prerequisite requiring English 110, solid research must be used to validate the course as a prerequisite in addition to the Psychology Department's content review.
- Any prerequisite or corequisite may be challenged by a student on one or more grounds.

REV:3/95:PREREQ:MRaybourn

ENTRANCE/COREQUISITE SKILLS

PREREQUISITE, COREQUISITE AND ADVISORIES ON RECOMMENDED PREPARATION CONTENT REVIEW DOCUMENTATION FORM

Department/Program _____ Date _____

Course Reviewed _____

Documentation for (please check one):

- ☐ prerequisite
- ☐ corequisite (please submit corequisite documentation form; not entrance documentation form)
- ☐ advisory on recommended preparation

Type of prerequisite/corequisite/advisory on recommended preparation (please check all that apply):

- ☐ Standard . . . . . requires content review and 3 CSU/UC catalogs
- ☐ Sequential . . . . . requires content review
- ☐ Cross Discipline . . . requires content review AND data collection
- ☐ Basic Skills . . . . . requires content review AND data collection
- ☐ Performance . . . . . requires content review
- ☐ Health and Safety. . . requires content review
- ☐ Recency . . . . . requires data collection

This prerequisite/corequisite/advisory on recommended preparation (please check one):

- ☐ currently exists and is being reviewed
- ☐ is newly proposed

Prerequisite/Corequisite/Advisory on Recommended Preparation Course _____
(Please attach Content Review Report Sheet - Exit or Corequisite Skills)

Date of Content Review (please attach content review sheet) _____

Date of receipt of data from Institutional Research and Planning (please attach if applicable) _____

Number of faculty teaching the course _____

DEPARTMENT CHAIR/COORDINATOR SIGNATURE _____

Department Chair/Coordinator printed name _____

DIVISION DEAN SIGNATURE _____

Division Dean printed name _____

Please list faculty who participated in the entrance/corequisite skills content review for this course and have them sign on the reverse side of this sheet.

PREREQ:MRaybourn:3/95

FACULTY PARTICIPANTS IN THE CONTENT REVIEW:

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

ENTRANCE SKILLS

CONTENT REVIEW REPORT SHEET

Department/Program _____ Date _____

Course Reviewed _____

Please list the results of the content review under the following statement:

WITHOUT THE FOLLOWING SKILLS, COMPETENCIES AND/OR KNOWLEDGE, ANY STUDENT ENTERING THE ABOVE STATED COURSE WILL BE HIGHLY UNLIKELY TO SUCCEED (defined as "D", "F", "No Credit" or "W"):

COREQUISITE SKILLS

CONTENT REVIEW REPORT SHEET

Department/Program _____ Date _____

Course Reviewed _____

In the appropriate columns below, please list only those specific competencies students need to succeed (A, B, C, or Cr) in the requisite course that they obtain in the corequisite course. Summarize below why the corequisite is necessary for the requisite course and show how the courses complement one another.

COREQUISITE REVIEWED	REQUISITE REVIEWED

SUMMARY

FACULTY PARTICIPANTS IN THE CONTENT REVIEW:

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

EXIT SKILLS

CONTENT REVIEW DOCUMENTATION FORM

Department/Program _____ Date _____

Course Reviewed _____

Date of Content Review (please attach Content Review Report Sheet - Exit Skills) _____

Number of faculty teaching the course _____

DEPARTMENT CHAIR/COORDINATOR SIGNATURE _____

Department Chair/Coordinator printed name _____

DIVISION DEAN _____

Division Dean printed name _____

Please list faculty who participated in the exit skills content review for this course and have them sign below:

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

PREREQ:MRaybourn:3/95

FACULTY PARTICIPANTS IN THE CONTENT REVIEW:

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

Signature _____ Signature _____

Printed name _____ Printed name _____

EXIT SKILLS

CONTENT REVIEW REPORT SHEET

Department/Program _____ Date _____

Course Reviewed _____

Please list the results of the content review under the following statement:

STUDENTS HAVING SUCCESSFULLY COMPLETED THE COURSE ABOVE (defined as "A", "B", "C" or "Credit") EXIT THE COURSE WITH THE FOLLOWING SKILLS, COMPETENCIES IN AND/OR KNOWLEDGE OF:

REV:3/95:PREREQ:MRaybourn